

## International Journal of Evidence Based Coaching and Mentoring

### Vol. 9, No. 1, February 2011

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### Editorial

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### New Developments for the Journal

2011 is going to be an exciting year in the history of the International Journal of Evidence Based Coaching and Mentoring. Firstly, we now have an assistant editor, Birgit den Outer, who began working with me on the journal in October. Birgit has used her editing skills to good effect during the compilation of this issue and I am looking forward to working closely with her over the coming years. Her help is most welcome as she has also been helping me with ways to develop our website and these improvements will be taking effect over the next few weeks.

Another initiative, which Dr. Anthony Grant is taking forward, is the formation of an Industry Liaison Board. We have invited the professional coaching and mentoring organisations from across the world to join us to promote even more cross-industry dialogue – we want to encourage the various coaching and mentoring bodies to contribute articles and prompt debates around their organisation's work and their organisation's ideas on issues such as regulation, accreditation, training, supervision etc.

### Welcome to Issue 9-1

In this issue we have six papers, including one Reflection from the Field. We also have a book review.

Our first peer reviewed paper, by Louise Wheeler from Oxford, UK, is a case study focusing on how the adoption of coaching behaviours by line managers may contribute ultimately to the achievement of organisational goals. This is an interesting paper because although there is research suggesting links between enhanced performance and the coaching style of management, there is very little that looks at the impact of coaching in a customer-facing setting. The research suggests that coaching behaviours such as providing information, encouraging ownership and role modelling as well as the key activity of dialoguing are most important in achieving desired behaviours and attitudes for front-line staff.

The second paper in this issue also explores supervisory coaching. Anne Mathieu and Claudio Pousa from Quebec in Canada, explain how lying is pervasive in organisations and use a quantitative methodology to examine whether supervisory coaching behaviour can help reduce salespeople's lies. They discuss how traditionally, control systems are used to reduce the possibility of opportunistic behaviour such as lying but that more recently it is considered that managers' attitudes and role modeling might play a key part in reducing them. Mathieu and Pousa analyse relational exchanges between managers and subordinates and argue that managerial coaching can in fact reduce subordinates' lies.

In the third peer reviewed paper entitled 'Stress management through workplace coaching: The impact of learning experiences,' Gro Ladegård from the Norwegian University of Life Sciences investigates how learning experiences acquired through workplace coaching may

affect stress. Gro highlights two main learning experiences in the coaching process, insight and planning skills, and hypothesises that these affect stress both directly and indirectly. Using a within-subject, longitudinal design to collect data, Gro's findings suggest that planning skills acquired through coaching reduce stress in the short term but that job demands also play an important role. According to the results, insight is not directly related to stress but it is suggested that insight does affect social support which may be linked with reduced stress longer term.

The fourth paper is by Clive Leach, Suzy Green and Anthony Grant from University of Sydney, Australia. It describes how positive psychology and evidence-based coaching can support youth service provision and promote cross fertilisation. The author's conducted a literature review that highlights some key themes that have emerged from recent youth work strategies in the United Kingdom and Australia and from the positive psychology and evidence-based coaching research literatures. Links are made between the aims and objectives of youth work and positive psychology and evidence-based coaching, and it is argued that these have potential for use within youth services in order to increase well-being, resilience and hope in young people.

In our final peer reviewed submission, Hilary Geber and Caroline Roughneen report on case study research into the under-representation of women in science, engineering and technology (SET). They stress how European Union statistics show that women are equally represented at undergraduate level but are significantly under-represented in senior academic positions. This article describes a mentoring programme based in the Centre for Women in Science and Engineering Research (WiSER) in 2008- 2009 at Trinity College, Dublin. The results for the organisation are noteworthy in that Trinity College has since acknowledged the transformative value of the programme: in 2010, based on the WiSER good practice and transformation model, they have introduced mentoring across three of their faculties.

Our Reflection from the Field article for this issue is written by Ya-Hui Kuo, from Taiwan. This article is an account of how mentoring is being used to support English language undergraduates in Taiwan during their research proposal writing. The purpose of the article is to share how mentors have used a proposal mentoring guideline to support their mentees.

This issue also contains a book review of Bruce Peltier's second edition of *The Psychology of Executive Coaching*. Carmelina Lawton-Smith discusses the potential audience for the book and critically examines a number of chapters. Overall she suggests that the main value of the book is the way in which it translates existing psychological ideas into the context of executive coaching.

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1<sup>st</sup> February 2011